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ABSTRACT

This curricular framework for the subject area section, Cooperative Vocational Education for Grades 9-12 is one of eight Montgomery County (Maryland) Public Schools (MCPS) Programs of Studies. A foreword discusses Curriculum and Instruction, Use of the Program of Studies, Curriculum Change and Modification of the Program of Studies, State and Federal Government in Relation to the Curriculum, Time Allocations and Graduation Requirements, Interagency Programs, and Availability of Instructional Materials. The Goals of Education adopted by the MCPS Board of Education are provided. A Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued, and relationship to other subject areas. The General Information subsection discusses how the subject fulfills the MCPS Goals of Education, how it is organized for instruction, subject area tests required by county or state, federal and state involvement, and information about fulfillment of graduation requirements. Description of Program, the largest subsection, describes the program and supporting courses and identifies instructional objectives for each. For grades 9-12, it is divided into a List of Courses giving a brief view of subject offerings and Description of Courses giving course title, level, length, code, credit value, and prerequisites. A list of pertinent MCPS instructional guides is appended. (YLB)

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ED 189471

PROGRAM OF STUDIES

COOPERATIVE VOCATIONAL EDUCATION, GRADES 9-12

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give parents/guardians and other members of the community information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

- A. Basic Skills — All people must be able to read, write, and calculate.
- B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.
- C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.
- D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.
- E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

* See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade

- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously

- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living

- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently

- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment

- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*

- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*

- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*

- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*

- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*

- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

COOPERATIVE VOCATIONAL EDUCATION, GRADES 9-12

POINT OF VIEW

The objectives of the cooperative education program are compatible with the philosophy and commitment of the MCPS Goals of Education* and are specifically aligned with the career development goal which states that the school must help each student gain:

- . knowledge and appreciation of the wide variety and inter-relationships of occupations in modern society
- . opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- . the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

Cooperative Vocational Education is designed to assist young people in making the transition between school life and the world of work by blending meaningful employment experiences with related academic study. The term "cooperative" describes the working relationship between school and employer in preparing students for selected vocations. Through the cooperative arrangement between the secondary schools and employers, students receive instruction, including required academic courses and related vocational instruction, by alternating study in school with work outside the school. These two experiences are jointly planned and supervised by the school and employers so that each aspect contributes to the student's education and employment competencies. In the classroom, the teacher-coordinator gives instruction in subjects that relate to the student's employment experiences.

Cooperative Vocational Education remains sensitive to occupational changes and career development needs through the continuous feedback from training sponsors and others. Students with wide variations in abilities are prepared for a broad range of occupational fields. A major limitation is the small number of potential training stations available in an occupational field.

Provisions are made in instructional guides to permit the teacher to expand and/or modify performance objectives, assessment measures, and resources to accommodate the varying needs of students. The goals of the Cooperative Vocational Programs are to:

- . Place students in work situations that are in harmony with their abilities and interests
- . Give students opportunities to learn skills under actual working conditions
- . Help students evaluate the contribution of general and vocational education in terms of their own needs and aspirations
- . Enable students to identify with the world of work in a meaningful way
- . Help students make the transition from school to work gradually, under the skilled guidance of a teacher-coordinator, giving them time to comprehend the significance of the learning situation and the world of work
- . Allow students to relate education to their occupational interests at a period in life when it is natural for them to look outside the school for learning and earning

*Adopted February 12, 1973 by the Board of Education of Montgomery County

- Help students develop desirable personal and professional qualities to enable them to work harmoniously with supervisors and co-workers and to avoid personality conflicts
- Provide opportunities for students to explore a variety of career fields

GENERAL INFORMATION

Cooperative Vocational Education includes Cooperative Work Experience; Distributive Education; Cooperative Office Education; Work Oriented Curriculum; Hotel-Motel Services; Health Occupations; and Fire Fighters.

1. **Cooperative Work Experience (CWE)** is a program of instruction designed to prepare students for entry into all basic fields of employment not covered by other specifically designated cooperative education programs. The classroom phase of the program focuses on occupational preparation and career and consumer education.
2. **Distributive Education (DE)** is a three-year sequential program in which students progress from a study of the basics of merchandising through the free enterprise system. Emphasis in the program is placed on the development of special skills in marketing, human relations, and communication needed to enter, hold, and advance in jobs in distributive businesses.
3. **Cooperative Office Education (COE)** provides business education students a program of occupational instruction in business education subjects, occupational information, and job related skills. In addition, all students receive on-the-job experiences at training stations in business or professional offices.
4. **The Work Oriented Curriculum (WOC)** is a four-year cooperative vocational education program for students who have potential ability as self-sufficient wage earners but who have been unable to succeed in a regular or vocational program without special services. The WOC program attempts to meet such students' needs by combining the teaching of basic skills with on-the-job experiences.
5. **The Hotel-Motel Services** program equips students with entry level skills in all areas of hotel-motel operation. Training stations are provided by the local hospitality industry.
6. **The Health Occupations** program is designed to provide an opportunity for students to explore and gain work experience in all types of hospital-centered occupations. This community-based program demonstrates to students the many occupational choices available.
7. **The Fire Fighters** program is available to all MCPS high school students. This is a community-based program. Students receive instruction at the Montgomery County Fire/Rescue Academy and at local fire stations to which they are specifically assigned.

While all cooperative education programs are electives, students may earn a maximum of one social studies credit by successfully completing Distributive Education I, Distributive Education II, Cooperative Work Experience I, or Cooperative Work Experience II.

DESCRIPTION OF COURSES — SECONDARY

Cooperative Work Experience

The Cooperative Work Experience (CWE) is a program of instruction in career preparation and consumer education. The program is designed to prepare an individual for entry into basic fields of employment while attempting to improve academic skills, intellectual development, and the responsibility of positive societal expectations and obligations.

The CWE Program is a cooperative arrangement among the student, parent, employer, and school. Usually, the employer is involved in business in the local school community; but this does not always preclude employment elsewhere. The employer provides a training station which enables the student to receive both school credit and financial reimbursement for the services rendered to the employer. The teacher-coordinator of the school, the employer, and the student plan together a training program that will best suit and contribute to the career objective of the student. Generally speaking, students attend three class periods including the course related to work experience. The teacher-coordinator for CWE is responsible for this course, which includes both employment and consumer education. One credit is given for this related period of instruction.

No more than three credits per semester (but no less than one credit) are given for work experience. The student is observed regularly on the job by the school coordinator. Evaluations of the student's performance on the job are submitted to the teacher-coordinator by the employer each grading period of the school term.

Cooperative Work Experience I — Grades 11, 12

5401	1 year	1 credit
5425 A	1 semester	½ credit
5426 B	1 semester	½ credit

(classroom instruction)

Cooperative Work Experience II — Grade 12

5402	1 year	1 credit
5427 A	1 semester	½ credit
5428 B	1 semester	½ credit

(classroom instruction)

On-the-Job Training Course code numbers are located on pages 8-9.

The student may choose to have this course counted toward social studies requirements for graduation.

Upon completion of the Cooperative Work Experience Program, the student should be able to:

- explain the concept of career education, its contribution to overall career development, and related services provided by the school
- perceive the relationship between basic educational skills and future career decisions as they relate to interests, abilities, and skills
- explore, research, and apply knowledge and information about occupations and careers
- search for employment; prepare forms and letters; and demonstrate appropriate techniques for job interviews
- demonstrate appropriate behavior in employee-employer and co-worker relationships
- recognize procedures and methods utilized in job promotions, evaluations, and terminations
- recognize and describe the role of unions and professional organizations and their relationship to the employee

- demonstrate the skills and attitudes necessary to obtain maximum benefits from income through financial planning and sound money management
- identify different monetary institutions and the services they provide
- prepare federal and state income tax returns, and describe the role of taxes in our society
- identify the types of investments available, and describe the principles involved in investing
- recognize legal responsibilities involving contracts and warranties, and identify available sources for legal assistance
- recognize advertising techniques, and evaluate goods and services
- explain the implications, effects, and consequences of maintaining and using credit
- describe the nature and characteristics of various types of insurance
- identify the factors to be considered when renting or buying living space

Distributive Education

Distributive Education is a program of occupational instruction in distribution and marketing. It is designed to equip individuals with entry-level skills and to improve competencies in distributive occupations. Emphasis is placed on the development of attitudes, skills, and understandings related to marketing, merchandising, and management.

A cooperative arrangement between the school and distributive businesses of the community provides training stations which enable students to acquire work experience and training with business people who provide part-time employment for which the students receive school credit plus pay. Students are supervised cooperatively by a teacher-coordinator and the employer-trainer.

The Distributive Education Clubs of America (DECA) is a national youth organization designed to develop future leaders in marketing and distribution. The DECA chapter activities are an integral part of the distributive education program and serve as a teaching tool to promote interest in all phases of marketing and distribution.

Distributive Education I — Merchandising — Grades 10, 11, 12

5403	1 year	1 credit
5429 A	1 semester	½ credit
5430 B	1 semester	½ credit

On-the-Job Training Course code numbers are located on pages 8-9.

The basic course prepares students for eventual employment in marketing and distributive occupations. Students are introduced to marketing, the art of selling, sales promotion, human relations, and careers in distribution. The course is made vocationally relevant through the use of projects related to the distributive businesses in the community.

The student may choose to have this course counted toward social studies requirements for graduation.

Upon completion of Distributive Education I — Merchandising, the student should be able to:

- draw an advertisement, using basic layout concepts that will sell a specific product or service
- write an effective body copy, using the customer's viewpoint
- rate selected ads and compare the rating with that of an advertising expert
- make an oral report on recent trends in sales promotion techniques
- create an attention-getting headline
- show the terminology of distribution on a matching test
- give a sales demonstration that will persuade a customer to purchase a particular project or service

- operate a cash register, and make change
- identify the factors involved in proper telephone etiquette
- show competence in the skills of stock control and inventory mathematics
- conduct and analyze a marketing survey
- draw and construct displays using the principles of design and arrangement
- analyze actual displays on field trips in terms of design principles and arrangement
- identify motives and emotions that affect work performance
- explain why management, supervisors, and employees require a framework of policies and procedures within which to operate
- write a resume for a specific job

Distributive Education II — Economics of Distribution — Grades 11, 12

5405	1 year	1 credit
5431 A	1 semester	½ credit
5432 B	1 semester	½ credit

On-the-Job Training Course code numbers are located on pages 8-9.

In this course, students learn the importance of the economics of distribution and its role in our American free enterprise system. The basics of economics and the role of distribution in our economic system will help prepare students for a career in distribution.

The student may choose to have this course counted toward social studies requirements for graduation.

Upon completion of Distributive Education II — Economics of Distribution, the student should be able to:

- explain his/her concept of business firms as organizations of people
- explain how his/her work contributes to the economic welfare of the community
- explain what services are performed in the market
- understand the role of competition in our economic system
- evaluate the functions and nature of money
- differentiate among the economic roles of local, state, and federal governments
- display satisfactions derived from maintaining the dignity of work
- relate the importance of his/her productivity in determining the national debt
- understand the necessity of international trade
- select any item of merchandise and trace the steps of its distribution from the original producer to the final consumer
- construct a diagram that shows the normal flow of goods through the channels of distribution
- orally explain the functions of the profit motive in the American economy
- prepare a summary of career opportunities in the distribution field
- understand how to buy on credit

Distributive Education III — Business Management and Specialties in Marketing — Grade 12

5406	1 year	1 credit
5433 A	1 semester	½ credit
5434 B	1 semester	½ credit

On-the-Job Training Course code numbers are located on pages 8-9.

This course is designed to improve competencies in the distributive education area of business management and in specialties in marketing. The student will explore managerial responsibilities of marketing executives. A specific area of interest to the student such as Fashion Merchandising, Hotel-Motel Management, Insurance, or Real Estate will be selected as a project assignment.

Upon completion of this course, the student should be able to:

- explain the importance of business management
- identify the reasons for business success or failure
- construct a proper store layout
- identify the ways of raising capital
- determine the types of insurance necessary for proper business coverage
- analyze the techniques necessary for a workable buying plan including ordering, sources of supply, customer needs, and inventory control
- identify the types of sales promotions and their uses
- explain franchises and their relationship to business management

Cooperative Office Education

Cooperative Office Education (COE) is a program of occupational instruction in office occupations. It is open to those students in Grade 12 who have pursued an acceptable business education program pattern in Grades 10 and 11. A teacher-coordinator instructs the students in occupational information and job-related skills for either one or two periods in the morning.

A cooperative arrangement between the school and business and/or professional offices provides training stations which enable the student to acquire work experience and training at actual places of employment. Student supervision is done cooperatively by a teacher-coordinator and the employer-trainer.

Cooperative Office Education — Grade 12

5407		1 year	2 credits
5435	A	1 semester	1 credit
5436	B	1 semester	1 credit

Cooperative Office Education — Grade 12

5455		1 year	1 credit
5456	A	1 semester	½ credit
5457	B	1 semester	½ credit

On-the-Job Training Course code numbers are located on pages 8-9.

Upon completion of Cooperative Office Education, the student should be able to:

- identify careers related to office occupations
- evaluate, develop, and demonstrate skills required to perform various office tasks
- plan and manage office work
- recognize and display acceptable personal qualities and behavior in the business setting
- identify stages and factors in career selection
- develop and demonstrate skills required to perform various office tasks as indicated by the beginning skills inventory and job requirements
- acquire and demonstrate skill in oral and written communications

Work Oriented Curriculum

The Work Oriented Curriculum (WOC) is a four-year program of integrated on-the-job experiences and academic pursuits, developed within a sequential framework. Major academic areas are generally taught in a three-hour self-contained class related as closely as possible to the on-the-job experiences. Classroom instruction is combined with student occupational objectives. Students may enter or leave the WOC program at the beginning of each year without loss of academic standing.

Work Oriented Curriculum

0239 (This code number is provided for program identification purposes only.)

On-the-Job Training Course code numbers are located on pages 8-9.

Grade 9 WOC emphasizes employee orientation, developing such issues as work habits expected in a new employee, skills needed to obtain employment, and general orientation to business. The academic areas for which credit will be earned are English, social studies (occupational preparation), science, or mathematics. Students take part in group observations in the business world and gradually work into individual on-the-job experiences.

Grade 10 WOC develops, at the level of the student's understanding, the structure and operation of industry, business, and services, with emphasis on the employee's role as a part of this structure. The student gains vocational experience through individual on-the-job placements. Academic areas for which credit is earned are English, mathematics, or science (human biology); and social studies (occupational preparation).

Grade 11 WOC assists students in developing both general and specific skills which will facilitate upgrading on the job. Academic areas for which credit is earned are English, U.S. history, and science (family living).

Grade 12 WOC relates the role of gainful employment to one's total pattern of living. The academic areas for which credit is earned are English, consumer mathematics, and social studies. In Grade 12, the objective is to place the student in one area of work in which the student has demonstrated the greatest interest and promise of stability and success.

Upon completion of the Work Oriented Curriculum, the student should be able to:

- demonstrate effective reading and comprehension skills
- demonstrate effective writing skills
- demonstrate effective speaking and listening skills
- demonstrate effective media center skills
- gain insights that strengthen the ability to participate as a wise consumer
- demonstrate recognition of basic math symbols and terms
- demonstrate ability to use computational skills involving whole numbers, decimals, and percents
- demonstrate ability to solve simple problems involving geometry and measurements
- demonstrate the ability to use computational skills in job and personal activities
- perceive the relationship between basic educational skills and future career decisions as they relate to interests, abilities, and skills
- search for employment; prepare forms and letters; and demonstrate appropriate techniques for job interviews
- demonstrate appropriate behavior in employee-employer and co-worker relationships
- recognize procedures and methods utilized in job promotions, evaluations, and terminations

Hotel-Motel Services

Hotel-Motel Services is a program of occupational instruction in the entire hotel-motel operation. It is designed to equip individuals with entry-level skills in the areas of food services, in-house services, and front office operation.

A cooperative arrangement between the school and local hotels or motels in the community provides training stations which enable students to acquire work experience and training for which both school credit and pay are given. The students are supervised cooperatively by a teacher-coordinator and the employer-trainer.

Hotel-Motel Services — Grades 11, 12

5409	1 year	1 credit
5437	1 semester	½ credit
5438	1 semester	½ credit

On-the-Job Training Course code numbers are located on pages 8-9.

Upon the completion of the Hotel-Motel Services program, the student should be able to:

- explain the origin, present status, and future trends of the accommodations industry
- explain the functions and responsibilities of the front office, and be familiar with career opportunities
- identify the principles of sanitation, and know the importance of the personal cleanliness of employees
- recognize the importance of efficient work techniques used to carry out a schedule
- explain the general principles of menu planning and the relationship between a menu and the type of food service operation
- explain the seven major phases of work which must be provided for in any food service operation; and relate space, equipment, and workers in various work areas to the kinds and volume of food to be prepared
- explain the basic housekeeping skills
- understand the importance of accounting as an essential segment of the industry and the general procedure of maintaining records and their disposition
- recognize the importance of the personnel department's role and how it relates to other departments
- understand the sales program and the areas and divisions related to the program
- recognize the responsibilities of the maintenance and engineering department

On-the-Job Training

5420	1 year	1 credit
		(150 hrs. On-the-Job Training)
5421	1 year	2 credits
		(300 hrs. On-the-Job Training)
5422	1 year	3 credits
		(450 hrs. On-the-Job Training)
5439 A	1 semester	½ credit
		(75 hrs. On-the-Job Training)
5440 B	1 semester	½ credit
		(75 hrs. On-the-Job Training)
5441 A	1 semester	1 credit
		(150 hrs. On-the-Job Training)
5442 B	1 semester	1 credit
		(150 hrs. On-the-Job Training)

5443 A	1 semester	1½ credits (225 hrs. On-the-Job Training)
5444 B	1 semester	1½ credits (225 hrs. On-the-Job Training)

NOTE: No more than 9 credits toward meeting graduation requirements may be granted to a student for On-the-Job Training.

Upon completion of the Supervised On-the-Job Training Program, the student should be able to:

- demonstrate appropriate behavior in employee-employer and co-worker relationships
- demonstrate marketable skills learned on the job
- explain job responsibilities assigned
- interpret company rules and regulations
- recognize the need for being punctual and maintaining a good attendance record
- recognize procedures and methods utilized in job evaluations, promotions, and terminations

Health Occupations

The course in Health Occupations is designed to provide exploratory options to all students interested in the field. In pursuing this program of in-school training, students will gain specific skills using a laboratory approach. Students will become familiar with the hospital environment and will gain an understanding of the roles of nurses and medical aides as members of the health team. They will develop special skills necessary for patient care including personal care, patient nutrition, special treatment, admissions, transfers, and discharges. This program is to help students discover special skills and abilities required of those in health occupations.

Health Occupations — Grade 11

5408	1 year	2 credits (classroom instruction)
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Upon completion of Health Occupations, the student should be able to:

- recognize the signs and symptoms of illness
- report significant changes in a patient's condition by using the proper medical terminology
- chart medical findings correctly and concisely
- differentiate between various types of voluntary and tax-supported health facilities
- identify the hospital chain of command, and make a chart showing the lines of authority an assistant follows
- demonstrate and recognize the importance of good interpersonal relationships necessary for health occupations
- understand basic medical asepsis
- demonstrate how to sterilize and disinfect contaminated articles
- practice methods of infection control through proper handwashing and use of isolation techniques
- acquire adequate skills in order to secure an entry-level job as a nursing assistant
- comprehend the anatomical structure and the physiological processes of the nine systems of the body; some common disorders of those systems; and related nursing care and diet modifications
- identify career opportunities which exist in the health field

Fire Fighter I — Grades 11, 12

5423	1 semester	1 credit (82 hours classroom and training academy instruction) (84 hours supervised on-the-job training)
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Fire Fighter II — Grades 11, 12

5424

1 semester

1 credit

*(82 hours classroom and training academy instruction)**(84 hours supervised on-the-job training)*

Fire Fighter I and II are programs of occupational instruction through a cooperative arrangement between the schools and the Montgomery County Fire Board. The student receives classroom and hands-on instruction given by a fire/rescue instructor. Some classes are conducted at the Montgomery County Public Services Training Academy, where fire fighting skills can be practiced under controlled conditions. On-the-job experiences are provided at local fire stations under the supervision of fire officers and the program coordinator.

Upon completion of Fire Fighter I, the student should be able to:

- explain the organization, function, and the rules and regulations of fire departments
- identify and use and maintain tools used to gain forcible entry
- state purpose for protective breathing apparatus and demonstrate use
- demonstrate techniques of first aid
- tie basic knots with rope, and demonstrate methods for inspecting and maintaining rope
- describe the purpose and use of salvage covers
- identify sizes and proper use of fire hoses
- define fire stream, and demonstrate how to operate a nozzle
- demonstrate how to carry, raise, and climb ladders
- explain the purpose of ventilation and precautions to be taken
- identify common causes of fire, and explain methods of inspection
- demonstrate the procedures for rescue of persons
- show knowledge of sprinkler systems
- demonstrate correct procedure for sending or receiving fire alarms and communications
- explain safety procedures related to the tasks performed by fire fighters
- demonstrate knowledge of fire behavior

Upon completion of Fire Fighter II, the student should be able to:

- explain responsibilities in fires of a suspicious nature
- identify materials and construction methods that affect forcible entry
- demonstrate maintenance procedures and emergency use for protective breathing apparatus

Emergency Medical Technician/Ambulance — Grade 12*Prerequisites: Fire Fighter I and II*

5453

1 semester

1 credit

*(82 hours classroom and training academy instruction)**(84 hours supervised on-the-job experience)*

This course is designed to prepare students for state certification as Emergency Medical Technician/Ambulance (EMT/A). Students will learn the overall role and responsibilities of the EMT/A including emergency treatment and care for injuries to all parts of the body. Students who complete this course will have enhanced their opportunity for employment in the fire or medical service.

Upon completion of EMT/A course, the student should be able to:

- describe and practice pulmonary resuscitation
- define cardiac arrest and practice different methods of CPR

- discuss and outline treatment for shock
- describe eye and facial injuries and emergency treatment
- describe normal anatomy and physiology of the chest and outline course of action for emergency care of chest injuries
- explain techniques of hemorrhage control
- explain techniques for treating injuries to the musculo-skeletal system
- demonstrate techniques for emergency treatment of head and neck injuries
- define and categorize environmental emergencies and explain emergency treatment
- demonstrate skills for emergency care of the newborn including infant resuscitation
- explain legal aspects of emergency medical care and emergency driving
- demonstrate how to extricate a patient from an automobile
- perform the skills necessary to meet state certification as an ambulance attendant EMT/A

The objectives for this program have been taken directly from the Maryland State Emergency Medical Technician/Ambulance Course.

Final evaluation for EMT/A is a written and practical examination. The exams will be administered by Emergency Medical Services, Maryland State Department of Health and Mental Hygiene.

Fire Fighter III — Grade 12

Prerequisites: Fire Fighter I and II

5454

1 semester

1 credit

(60 hours classroom and training academy instruction)

(126 hours supervised on-the-job training)

The intent of this course is to develop performance standards in such a clear and concise manner that they can be used to determine, without doubt, that any person measured by these standards truly possesses the skills to be a fire fighter. The course uses basic disciplinary areas that will lead to advancement into other areas of the fire services.

The course is designed for students who want more in-depth fire fighter training which will cover fire incident and inspection report writing; the function of various protective breathing apparatus; fire fighting equipment; water distribution systems; and overall safety and rescue procedures. This course also prepares students for leadership roles in fire fighting procedures, with emphasis on assuming command when a fire officer is not present.

Upon completion of Fire Fighter III, the student should be able to:

- demonstrate writing a basic fire incident report
- demonstrate the principal types of building construction as defined in the local building codes
- demonstrate assuming command of a fire ground operation in the absence of a fire officer
- understand the operational function of all types of protective breathing apparatus
- demonstrate conducting an annual service test for fire hose
- identify types of nozzles and their design
- identify and explain the fundamental components of a modern water distribution system
- identify sprinkler system accessory components
- identify the types of supervisory alarm systems
- identify and explain the symbols used to designate hazardous materials
- demonstrate methods and procedures used to detect and extinguish hidden fires
- explain and demonstrate first aid procedures
- select the proper size rope and use it for fire fighting operations

- . demonstrate the use of salvage equipment
- . select the proper nozzle or appliance and hose size for given fire situations
- . demonstrate hose inspection and hose lays and connections
- . demonstrate inspection, care, and maintenance procedures for ground and aerial ladders
- . explain ventilation openings and how to determine size and placement
- . identify procedures for reporting inspections and exit drills
- . demonstrate the tools used for rescue and preparing a victim for emergency transport
- . identify types of water systems and distribution devices
- . identify and demonstrate function of sprinkler control valves
- . demonstrate the procedure for transmitting arrival and situation reports by radio
- . explain classes of fire, and select and use the appropriate portable extinguisher

MCPS COOPERATIVE VOCATIONAL EDUCATION INSTRUCTIONAL GUIDES

WOC Communications Skill Chart, 1972.

WOC Vocational and Social Skills Chart, 1972.

WOC Computational Skills Chart, 1972.

Handbook to Facilitate the Utilization of the WOC Language Arts Skill Development Charts, 1974.

Career Preparation for Hotel-Motel Management & Services, Bulletin No. 264, 1973.

Exploration and Specialization Phase of Career Education, Health Cluster, Bulletin Number 282, 1975.

Fire Fighter, I and II, 1976.

Work Oriented Curriculum Handbook, 1976.

Cooperative Work Experience, Course of Study, 1977.